

## 575:201:H6 Labor and Work in the US before 1877 – Summer 2017

Professor: Dr. Christopher Hayes  
Class meetings: M/W 6:00-9:40, LEC 137  
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### INTRODUCTION

This course will explore the labor history of the United States up through the Civil War. Through looking at labor history, we will learn about social and political history as well. We will occasionally touch on other regions of the world, especially Europe and Africa. This course is aimed primarily at students who have little or no experience with college-level history and assumes no prior knowledge of the historical developments we will cover.

### LEARNING OBJECTIVES

The student is able to:

#### Core Curriculum: SCL, HST, WCr and WCd

- Understand the bases and development of human and societal endeavors across time and place (Goal H).
- Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization. (Goal M).
- Apply concepts about human and social behavior to particular questions or situations. (Goal N).
- Explain the development of some aspect of society or culture over time, including the history of ideas or history or science. (Goal K).
- Employ historical reasoning to study human endeavors. (Goal L).
- Communicate complex ideas effectively, in standard written English, to a general audience. (Goal S1).
- Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision. (Goal S2).
- Communicate effectively in modes appropriate to a discipline or area of inquiry. (Goal T).
- Evaluate and critically assess sources and the use of conventions of attribution and citation correctly. (Goal U).
- Analyze and synthesize information and ideas from multiple sources to generate new insights. (Goal V).

#### School of Management and Labor Relations:

- Communicate effectively at a level and in modes appropriate to an entry-level professional. (Goal I).
- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV)

### **Labor Studies and Employment Relations Department:**

- Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal 1).
- Make an argument using contemporary or historical evidence. (Goal 4).

### **REQUIRED TEXT**

Clark, Hewitt, Brown, Jaffee, *Who Built America? Vol. 1* (Third Edition, ISBN 9780312446918)

The textbook will be provided to you as a PDF on Sakai, but used copies are quite inexpensive online, if you desire a tangible version.

### **NO COMPUTERS**

Seriously. No laptops, no tablets, no phones. Computers in class tempt us to multitask (it happens to me!), but you're not here for that. What people do on their computers in a group setting can be distracting. Plus, best of all, taking notes on paper is better for your understanding! See for yourself:

[www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html](http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html)

[www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/](http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/)

[www.wsj.com/articles/can-handwriting-make-you-smarter-1459784659](http://www.wsj.com/articles/can-handwriting-make-you-smarter-1459784659)

[www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away](http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away)

[www.pbs.org/wgbh/nova/next/body/taking-notes-by-hand-could-improve-memory-wt/](http://www.pbs.org/wgbh/nova/next/body/taking-notes-by-hand-could-improve-memory-wt/)

### **YOUR RESPONSIBILITIES**

Read the syllabus

Come to class

Be here on time

Pay attention

Do the readings

Turn in your assignments on time

Make sure your assignments are submitted

Find out what you missed if you are unable to attend

### **EVALUATION**

#### **Paper**

You will write one paper this summer, on a topic to be announced. It accounts for 25% of your final grade.

#### **Lateness Policy**

All late assignments will be marked down. One grade will be deducted for every 24-hour period (or portion thereof) your paper is late. That is, a B paper will turn into a C paper if it is up to 24 hours late, and into a D paper if it is up to 48 hours late. While the drafts are not assigned letter grades, failing to turn them or turning them in late will have the same effect on the final draft you hand in for a grade.

If you have a severe personal emergency that makes it impossible for you to meet the deadlines, please see me. Computer problems do not constitute personal emergencies!

**You must complete all written assignments in order to receive credit for this course.** We will turn back all assignments in a timely manner. If we do not turn back your assignment, it is your job to bring this to our attention. If you believe we have not recorded a grade for an assignment you have turned in, you must clear this up during the semester. After the semester is over, we will not be able to consider claims that you turned in an assignment if we have no record of it.

### **Attendance**

As with any college course, you are expected to come to class every meeting, on time, for the duration of the meeting. If you have more than one unexcused absence, your final grade will be reduced by one full grade (e.g. from an A to a B). For every one after that, the same will happen. An excused absence would mean something along the lines of a medical emergency or a funeral and requires documentation. "I wasn't feeling well" isn't an excused absence. Using the online absence reporter isn't an excused absence. Leaving early and showing up late will count against you as well.

If you miss an exam, a make-up exam will only be granted through an excused absence.

Being physically present is important, but you should strive to be mentally present as well. Being attentive and actively participating in class enhances your learning, as well as that of those around you. Someone (your parents, you in the future, Rutgers donors) is paying for you to be here, so try to get the most out of it. Working well in your groups and contributing to class discussion is a very easy way to earn a higher overall grade in the course.

Coming to class every time, on time, which you are supposed to do anyway, will earn you 80% of the maximum attendance and participation grade. Actively participating in class will earn you more points.

### **Cheating/plagiarism**

There are serious consequences, including expulsion, for cheating and taking someone else's work without attribution. The university has clear, strict policies on these matters. If you have not done so already, please familiarize yourself with the university's academic integrity policy by visiting <http://academicintegrity.rutgers.edu/academic-integrity-policy/> The relevant parts are brief and straightforward. If you have any questions, please see me.

### **Exams**

There will be a midterm exam on July 26, and a final exam on August 16, both during regular class time.

Your final grade will be calculated as follows:

Class participation and attendance	20%
Paper	25%
Midterm	25%
Final	30%

Your grade when you have completed the course will be the one you earned throughout the semester. Please do not email me at the end of the semester looking for an arbitrary grade change. If you earned an 87, then expect a B+.

### Use of Class Materials

The materials used in this class, including, but not limited to, the syllabus, exams, lecture materials, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Code of Student Conduct and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students. You may not make audio or video recordings of any part of this class without my consent.

### CLASS SCHEDULE

<b>July 10</b> Readings	<b>Introduction and Rise of the Atlantic World</b> <i>Who Built America</i> Chapter 1
<b>July 12</b> Readings	<b>The Evolution of Slavery</b> <i>Who Built America</i> Chapter 2
<b>July 17</b> Readings	<b>Colonial Society, Labor and the Revolution</b> <i>Who Built America</i> Chapter 3
<b>July 19</b> Readings Assignment	<b>Securing Independence</b> <i>Who Built America</i> Chapter 4 Peer editing – first draft due
<b>July 24</b> Readings	<b>Launching the New Republic</b> <i>Who Built America</i> Chapter 5
<b>July 26</b> Readings	<b>The Transformation of American Society</b> <i>Who Built America</i> Chapter 6 Midterm Exam
<b>July 31</b> Readings	<b>The Age of Reform</b> <i>Who Built America</i> Chapter 7
<b>August 2</b> Readings	<b>The Old South and Slavery</b> <i>Who Built America</i> Chapter 9
<b>August 7</b> Readings	<b>Immigration, Expansion and Sectional Conflict</b> <i>Who Built America</i> Chapter 8
<b>August 9</b> Readings Assignment	<b>From Compromise to Kansas</b> <i>Who Built America</i> Chapter 10 Final draft due
<b>August 14</b> Readings	<b>The Civil War and Reconstruction</b> <i>Who Built America</i> Chapters 11 and 12
<b>August 16</b>	<b>Final Exam</b>